SUL ROSS STATE UNIVERSITY

ED 5315: ASSESSMENT IN COUNSELING

Spring 2016

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Office Hours: Tuesdays, Wednesdays, and Thursdays: 9:30-2:30
By appointment and online

Please read the syllabus carefully and refer to it throughout the course. All course objectives and expectations are outlined in the syllabus. If anything is unclear, please contact me for clarification.

REQUIRED TEXT

Whiston, S. (2009). Principles and applications of assessment in counseling, 4th edition. Belmont,
CA; Brooks/Cole.

American Psychological Association (2009). The publication manual of the American Psychological
Association. Sixth Edition. Washington, D.C. American Psychological Association.

COURSE DESCRIPTION

This course provides an introduction to testing and assessment for use in counseling individuals and groups, including: basic psychometric theories and approaches to appraisal; psychometric statistics; factors influencing appraisals, data and information gathering; and use of appraisal results in the helping process. In addition, addresses test selection, test administration, and the dynamics of test interpretation.

PROGRAM LEARNING OUTCOMES

This Course Contributes to the Following Required Program Learning Outcomes:
1. Students will demonstrate their ability to apply within guidance and counseling, the knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.

2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.

3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COURSE OBJECTIVES

Students will:
1. Become familiar with the general purposes of appraisal.
2. Develop a base of knowledge concerning the historical bases and theoretical foundations of assessment techniques.
3. Learn to interpret different psychometric statistics, including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations.
4. Develop strategies for selecting, administering, interpreting, and using assessment and evaluation instruments in counseling.
5. Compare and contrast different methods for estimating reliability, including methods for establishing stability, internal, and equivalence reliability.
6. Develop a knowledge base concerning different methods for establishing validation evidence, including content, criterion-related, or empirical, and construct validity.
7. Develop a base of knowledge concerning aptitude and ability, intelligence, and personality assessment.
8. Become familiar with different appraisal methods including individual and group inventory/test methods, behavioral observation, performance assessment, and environmental assessment.
9. Understand general principles and methods for case conceptualization, assessment, and/or diagnoses of mental and emotional status.
10. Discuss topics related to age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups.
11. Describe the major concepts related to report writing.
12. Evaluate the advantages and disadvantages of technological applications in appraisal.
13. Understand ethical and legal considerations related to assessment and appraisal data.

TEXES STANDARDS

TEXES standards addressed in this course are:
Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TEXES COMPETENCIES

TEXES competencies addressed in this course are:
Competency 001, Human Development: The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, which meets the needs of all students.

Competency 002, Student Diversity: The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003, Factors Affecting Students: The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 006, Counseling: The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007, Assessment: The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008, Collaboration with Families: The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009, Collaboration with Others in the School and Community: The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
Competency 010, Professionalism: The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

REQUIREMENTS

Students will:
-participate in Blackboard discussions.
-complete reading assignments and **study** the material **prior** to completing assignments.
-complete written assignments.
-complete quizzes.
-practice professional conduct and ethics.
-practice respectful learning exchanges.

EVALUATION

Quizzes	35% (640 points)
Discussion Board	20% (320 points)
Topical Research Paper	25% (100 points)
DSM Disorder Paper	20% (100 points)

Course Grades:

A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

CLASS POLICIES

Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor. Please check your Sul Ross email daily.

LATE ASSIGNMENTS ARE NOT ACCEPTED.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be prepared and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

SRSU Disability Services: The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator, in Counseling and Student Support Services, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact the Disability Services Coordinator in the University Center, Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178. Fax: 432-837-8724.

ASSIGNMENT DESCRIPTIONS

1. Chapter Quizzes: (35% of overall grade)
There will be 16 chapter quizzes worth 40 points each. Each quiz is timed (40 minutes) and you must complete each quiz in one setting. You may not logon, logoff, and logon again. You may take the quiz only one time. You **MAY NOT** collaborate on the chapter quizzes. To do so will violate stated rules regarding academic honesty and you will be dropped from the course. Answers will not be provided until all students have taken each quiz.

Chapter quizzes are available and you may take them in advance of the due date listed, however, you must complete each quiz by 12:00 a.m. (midnight) on the day each is due. Each quiz will consist of 20 multiple –choice questions.

2. Discussion Board Activities: (20% of overall grade)

You will be responsible for **one discussion board Post and one Response for each chapter.** Discussion board Posts are due by 12:00 a.m. (midnight) on Saturday. **Discussion board Responses** are due by 12:00 a.m. (midnight) on Monday of the following week. Each chapter discussion post is worth 15 points and each chapter discussion board response is worth 5 points=20 points total.

3. *Written Papers (45% of overall grade)*

General Format for Written Work. Papers must be typed using **APA format.** Which includes, 1 inch margins, 12-point New Roman type, and double line spacing. Begin numbering with the title page, edit for spelling, grammar, clarity, and logic of idea development. Two writing programs, Smarthinking and SafeAssign, are used to assist with quality of writing. **NOTE: Your writing reflects your professionalism. A paper with multiple errors will receive a reduction in grade.** Along with your APA manual, http://www.apastyle.org is a good reference web site for APA guidelines.
Typically each paragraph will have at least one cited source. Even if you have re-written the information in your own words you must cite the source. If the information is not 100% from you, you must cite a source.

Smarthinking

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. I have personally used this program and have recommended it to many students over the years. I am thrilled that Sul Ross has adopted this program and although it has always been affordable, it is now free of charge! Smarthinking is a proven excellent writing tutorial program and user friendly. I have a short summary below to give you an idea of the services, however, the Smarthinking handbook will provide you with additional details. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab. This service does not detect plagiarism, you will still need to use SafeAssign for similarity detection.

The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

The Critique Process:

Each critique includes the writing tutor's comments inserted within the student assignment and a Response Form detailing additional feedback. Smarthinking writing tutors address students' writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar and mechanics). They do not edit or correct student work. By expanding students' understanding of good writing techniques, our tutors help students become better writers.

Writing review services include the following options:

- ### Standard Essay Review

Smarthinking's standard essay critique prioritizes higher-order concerns, including main idea/thesis, content development, organization, and introduction/conclusion. This critique includes a tutor's embedded comments and a response form with commentary on essay strengths, areas in need of improvement, and a summary of next steps.

- ### Long Essay Review

The long essay review provides the same individualized feedback as the standard essay review, but applied to written pieces of greater length.

- ### Paragraph Review

The paragraph review provides the same individualized feedback as the standard essay review, but applied to a writing piece of 300 words or less.

- ### Grammar & Documentation Review

The Lower-Order Concerns-only essay critique addresses exclusively lower-order issues of grammar and mechanics, sentence structure, word choice, and documentation. This review offers the same personalized, essay-specific feedback

as Smarthinking's standard Essay critique in that tutors assist students with recurring errors, model corrections, and offer concrete writing and revision advice without editing or proofing the students' work. Whereas Smarthinking's standard essay review prioritizes higher-order concerns (main idea/thesis, content development, organization, and introduction/conclusion), the grammar and documentation critique addresses exclusively lower-order issues of grammar & mechanics, sentence structure, word choice, and documentation.

- Resume & Cover Letter Review

Smarthinking critiques résumés and cover letters, which gives job applicants and students detailed feedback that can be essential as they seek employment. Key areas of focus include purpose/focus, content development, organization, grammar & mechanics, sentence structure, and word choice.

About Smarthinking Tutors:

Smarthinking writing tutors have advanced degrees in composition and rhetoric, literature, creative writing, and other relevant fields within the humanities. They are trained to respond to writing submissions in a range of academic subjects (e.g. lab reports, business plans, literary analyses, writing across the curriculum) and at a range of academic levels (from developmental writers to graduate students).

Specifically, Smarthinking-Certified Tutors review students' writing in the following general academic areas at the secondary through graduate levels, unless otherwise indicated: Composition; Literature; English for Speakers of Other Languages (ESOL); Creative Writing; AP English (high school); English Language Arts (high school); Writing-Intensive Courses Across the Curriculum (to include writing projects for classes in the humanities, sciences, and business, and to include thesis and dissertation projects in the humanities and business), as well as student assessment.

SafeAssign

What is the Safe Assignment Tool?

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system

that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism

You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like.

This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

DSM Disorder Paper (20% of grade)

Using Smarthinking is required.

Due Date: Saturday, April 2, 12:00(midnight, CST)

A list of numerous disorders defined in the *Diagnostic and Statistical Manual* (DSM) is posted within the "research papers" tab. **Choose a diagnosis and then email me and confirm the diagnosis that you have chosen.**

1. Present your findings in a **five to six page paper**.
- Research your chosen disorder and provide a thorough discussion of the disorder;
-Focus on how the disorder affects an individual's life, and
-address treatment rationale and efficacy.

DO NOT reproduce the diagnostic criteria for the disorder as listed in the DSM, discuss it in more general terms.

2. Reliable and good references are crucial to scholarly writing. Review **current** writings using *professional* **journals** such as *The Journal of Counseling and Development and the Journal of Educational Psychology*. Do not use unreliable web sources or sources such as dictionaries or Wikipedia.

Topical Research Paper (25% of grade).

Using Smarthinking is required.

Due Date: Saturday, April 30, 12:00 (midnight, CST)

1. Present your findings in a **six to eight page paper.**

Some current hot topics regarding assessment that are on the forefront of scholarly discourse right now are:

- The use of technology and assessment software to fulfill assessment needs

- Preventing over-assessment

- Multicultural assessment

- Accountability and the occurrence and general value of one-size-fits-all assessment

- Federal/ State mandated assessment as opposed to homegrown

- Individualized assessment initiatives that can't be compared easily across departments, institutions, states, and countries

2. Once again, reliable and good references are crucial to scholarly writing. Review **current** writings on the topic using ***professional* journals** (**not** books) such as *The Journal of Counseling and Development*, *Measurement and Evaluation in Counseling and Development*, or *Journal of Educational Psychology.* The one text you may use as a reference is your course textbook. Do not use unreliable web sources or sources such as dictionaries or Wikipedia.

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Calendar of Assignments

NOTE: LATEASSIGNMENTS ARE NOT ACCEPTED

Assignment 1-Due 12:00(midnight)

Chapter 1-Discussion Board Posting-Due: Saturday, Jan. 30

Chapter 1-Discussion Board Responses-Due: Monday, Feb. 1

Quiz 1: Chapter 1- Due: Sunday, Jan. 31

Assignment 2-Due 12:00(midnight)

Chapter 2-Discussion Board Posting-Due: Saturday, Feb. 6

Chapter 2-Discussion Board Responses-Due: Monday, Feb. 8

Quiz 2: Chapter 2- Due: Sunday, Feb. 7

Assignment 3-Due 12:00(midnight)

Chapters 3 and 4-Discussion Board Posting-Due: Saturday, Feb. 13

Chapters 3 and 4-Discussion Board Responses-Due: Monday, Feb. 15

Quizzes 3 and 4: Chapters 3 and 4- Due: Sunday, Feb. 14

Assignment 4-Due 12:00(midnight)

Chapter 5-Discussion Board Posting-Due: Saturday, Feb. 20

Chapter 5-Discussion Board Responses-Due: Monday, Feb. 22

Quiz 5: Chapter 5- Due: Sunday, Feb. 21

Assignment 5-Due 12:00(midnight)

Chapters 6 and 7-Discussion Board Posting-Due: Saturday, Feb. 27

Chapters 6 and 7-Discussion Board Responses-Due: Monday, Feb. 29

Quizzes 6 and 7: Chapters 6 and 7- Due: Sunday, Feb. 28

Assignment 6-Due 12:00(midnight)

Chapter 8-Discussion Board Posting-Due: Saturday, March 5

Chapter 8-Discussion Board Responses-Due: Monday, March 7

Quiz 8: Chapter 8- Due: Sunday, March 6

Assignment 7-Due 12:00(midnight)

Chapter 9-Discussion Board Posting-Due: Saturday, March 12

Chapter 9-Discussion Board Responses-Due: Saturday, March 12

Quiz 9: Chapter 9- Due: Sunday, March 13

Assignment 8-Due 12:00(midnight)

Chapter 10-Discussion Board Posting-Due: Saturday, March 26

Chapter 10-Discussion Board Responses-Due: Monday, March 28

Quiz 10: Chapter 10- Due: Sunday, March 27

Assignment 9-Due12:00(midnight)
DSM Disorder Paper
Due: Saturday, April 2,12:00(midnight)

Assignment 10-Due 12:00(midnight)

Chapter s 11 and 12-Discussion Board Posting-Due: Saturday, April 9

Chapters 11 and 12-Discussion Board Responses-Due: Monday, April 11

Quizzes 11 and 12: Chapters 11and 12- Due: Sunday, April 10

Assignment 11-Due 12:00(midnight)

Chapters 13 and 14-Discussion Board Posting-Due: Saturday, April 16

Chapters 13 and 14-Discussion Board Responses-Due: Monday, April 18

Quizzes 13 and 14: Chapters 13 and 14- Due: Sunday, April 17

Assignment 12-Due12:00(midnight)

Chapters 15 and 16-Discussion Board Postings-Due: Saturday, April 23

Chapters 15 and 16-Discussion Board Responses-Due: Monday, April 25

Quizzes 15 and 16: Chapters 15 and 16- Due: Sunday, April 24

Assignment 13-Due12:00(midnight)
Final
Topical Research Paper
Due: Saturday, April 30,12:00(midnight)

Important Dates

January 19-First Day of Classes

January 22-Last Day for Late Registration
March 8-Mid-Semester

March 14-18-Spring Break, No Classes

March 25-Good Friday, No Classes

April 8-Last Day to Withdraw with a "W"

May 9-12-Final Exams

May 14-Fall Commencements